

DOCUMENT RESUME

ED 145 265

08

CE 013 656

TITLE Introduction to Decision Making in Public Service. A Major Unit in the Public Service Cluster. Teacher's Manual.

INSTITUTION Gwinnett County Schools, Ga.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

PUB DATE [77]

GRANT OEG-0-71-4781

NOTE 167p.; For related documents see CE 013 652-672 and CE 013 805

EDRS PRICE MF-\$0.83 HC-\$8.69 Plus Postage.

DESCRIPTORS *Career Exploration; Curriculum Guides; *Decision Making; High School Curriculum; *Learning Activities; Manuals; *Orientation; *Public Service Occupations; Senior High Schools; *Vocational Development; *Vocational Education

IDENTIFIERS Applied Program of Public Service; Georgia

ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in community service, this teacher's manual is the first of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on self-analysis, decision making skills, and introduction to public service. Contents of the student guide are included (readings and related activities) with additional teacher's pages inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. Activities include a field trip to a public service agency, an occupational fair with speakers and displays from several public agencies, trait and self-analysis testings to aid students in assessing vocational interest, and potential selection by each student of two major occupational groups to study in depth. (The accompanying student guide is CE 013 655. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the total four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

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INTRODUCTION TO DECISION MAKING IN PUBLIC SERVICE

A MAJOR UNIT IN THE PUBLIC SERVICE CLUSTER

TEACHERS MANUAL

INTRODUCTION:

- Values
- Critical Factors
- Weighing Alternatives
- Making Decisions

U.S. DEPARTMENT OF HEALTH,
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ACKNOWLEDGEMENTS

AAAS

The APPS staff owes a debt of gratitude to the United States Office of Education and the California Board of Education (Grant OEG-0-71-4781) which developed some original public service materials. Some of the content materials developed for teacher use in the above mentioned project, have been adapted for direct student use.

In addition, the following people and organizations directly contributed to the development of these materials.

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FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, have been invaluable.

OVERVIEW

This booklet contains several units of reading and related activities. The reading details some specific aspects of the major occupational groups. The activities have been designed to provide the student with opportunities to further explore the objectives of the reading. The activities vary in length and complexity.

Before any student begins work in a booklet, the teacher should become thoroughly familiar with the contents. Some activities may take several days to complete. The teacher should help the student budget his or her time accordingly. Some activities may call for a resource person, a field trip or an on-site interview. The teacher will need to be aware of these activities and schedule for them early enough so that the student can complete the activities within the suggested time frame as outlined in the Implementation Guide.

The section orientation page (Where Am I Going? How Will I Get There? How Will I Know? . . .) is intended to serve as an organizer for the student. It should help focus the student's thinking and prepare him or her for the reading and activities to come. An orientation page appears for each section for all booklets in this series.

This booklet has been designed so that students can work on many of the activities independently with appropriate monitoring and guidance from the teacher. It is most important to remember, however, that these booklets are not workbooks and should not be passed out at the first of the period, worked in, and then collected to be checked later. No material or set of activities can replace the importance of a creative, enthusiastic and well prepared teacher. Teacher preparation is essential to effective and successful use of these booklets. Not only should all materials and resources be organized, but the teacher should be alert to supplemental materials available through newspaper stories, carefully chosen commercial games and books.

As a continuing activity for all MOG's, students can develop bulletin boards and other public relations type of displays for the classroom and the school. The classroom should reflect the activities of the students. Make liberal use of student photographs, brochures, and posters to display various aspects of careers in public service. As students see the involvement of their peers in these jobs, they will be encouraged to participate in the program. A useful technique borrowed from the elementary school is to set up learning centers around the room which give new students a chance to "sample" a MOG through an entertaining activity, photographs, brochures or even a taped discussion with a resource person. These learning centers should rotate and change as new information is brought in and as student

involvement in the careers changes. Planning, motivating, and monitoring are the keys to success in the Applied Program of Public Service.

For your information, answers to self-check activities and other activities which require specific answers have been provided in the last section of this booklet. It will be necessary to develop answer sheets for your file in order for students to have access to them.

DECISION MAKING

Introduction

Welcome to APPS, the Applied Program of Public Service. When you travel to a new town you need to use a road map and follow signs along the way. You have now entered the land of Public Service and here, too, a road map is helpful. Below you will find your first road map that shows you the route you will be following for the next 12 weeks.

- | | | |
|--|--|--|
| 1. Practice In
Decision Making
3 weeks | 2. Introduction To
Public Service
1 week | 3. Field Trip
Guest Speaker
1 week |
| 4. In Depth
Unit
3 weeks | 5. In Depth
Unit
3 weeks | 6. Goal Completion
Unit
1 week |

You probably now understand how the time will be divided, but you may not be sure of what all the terms mean. They will be explained as each area is examined. Your first signpost along the way is practice in Decision Making. You will start your examination of decision making by playing the following game. When you have completed the game, you and your teacher will discuss the results and relate them to decision making.

Activity 1

Objective: The student will play a simulation game in order to discover some things about decision making.

Materials: This activity page.

ACTIVITY

You are a member of a committee of _____ people who have been selected to make a very important decision for mankind. You are a member of a group of people who are the last survivors of the planet earth. All members of the committee have terminal illnesses and are not expected to live. At the present time the entire group is on an island where a volcano is about to erupt. You have a plane and enough gas to make one trip to a safe place. There are twelve places on the airplane. Since you cannot possibly be included on the trip because of your illness, you and your fellow members (none will be included on the trip) must decide which of the people will be allowed on the plane. Those who stay behind will die.

Although your decision will be final and will not be questioned, you also feel that you must be able to give a reason to those who will be left behind. Your task is to decide who is to go and who is to remain. Your other task is to give a reason for those you are leaving behind.

1. Pregnant woman who is a known prostitute (28 years old)
2. A 40 year old Catholic priest
3. A 65 year old master machinist and blacksmith
4. A middle aged nuclear physicist (55 years old)
5. A 10 year old school girl
6. A young male biologist (25 years old)
7. A United States Senator (63 years old)
8. A 40 year old movie actress
9. A young woman school teacher (21 years old)
10. An 1-year-old boy with whooping cough (son of school teacher)

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 2	
Materials The simulation game is in the students' Decision Making booklet. Chalk and blackboard are also needed. Guidance This activity is designed to be a creative group approach to learning the four parts of the decision making model. Divide the group into several small committees, and then get the group decision from each. After the students have made their decision as to who goes on the plane, question them as to how they decided. Age, skills most useful in a non-developed new society, and the ability to procreate are the usual items students mention as deciding factors. The instructor should label these <u>critical factors</u> and place them on the blackboard. As the other three parts of the decision making model arise in the course of the discussion, place them on the blackboard. Next, a discussion of the purposes of these critical factors should bring out the underlying value--survival of mankind. Be sure the student can differentiate between the task-selecting passengers-and the underlying values-saving mankind. Also, since the groups usually have some differences of opinion in their choices of survivors, the instructor should encourage them to discuss the pros and cons of their choices so that the students are	Purpose The airplane simulation game is an inductive tool that results in a decision making model composed of four parts -- VALUES, CRITICAL FACTORS, WEIGHING ALTERNATIVES, and the DECISION. These four parts are the organizational structure for the remainder of this booklet, and the activities in this unit are organized under these four headings. These activities will help students select the two Major Occupational Groups they will study for the remainder of the semester. Guidance - continued actually engaging in weighing the alternatives. Formally identify the process--<u>weighing alternatives</u>. When all the groups have resolved their differences and the final passenger list is complete, the instructor should identify this process as the last step - the <u>decision</u>. Furthermore, the airplane fuel leakage problem causes the students to re-evaluate their critical factors and their choices become more difficult, forcing them to decide which passengers could fulfill more than one role. The last alteration to the simulation game, the Venusian contact, causes the students to

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 2	
Materials	Purpose
Guidance continued reverse their critical factors. The survival skills are now geared to an advanced technological society and the ability to communicate well. The choices are easier for the selection committee, since the elected delegation will not be placed in any personal danger. The Venusians will decide whether to offer aid, thus relieving the selection committee of the ultimate outcome. The instructor should bring out the point that the more serious the consequences, the more difficult the decision.	Modifications or Extensions

11. A retired doctor (73 years old)
12. A 27-year-old civil engineer (Builds bridges and the like)
13. A 28-year-old female associate professor of history
14. A 18-year-old boy who has been arrested for refusing to be drafted
15. A 55-year-old farmer
16. A 50-year-old male airline pilot

My choices	Reasons	Group Choice	Reasons
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

A gas leak develops and the plane can only accomodate six people. Retink your choices of the 12 you have selected and select six.

My choices	Reasons	Group Choice	Reasons
1.			
2.			
3.			
4.			
5.			
6.			

The Venusians have just contacted Earth by way of airplane radio. They are concerned about the future of "Earth" but are not convinced the survivors of mankind should be spared. They want an eight person delegation to convince the Venusian High Council that mankind is worthy of saving. The Venusians will not harm any of the Earthlings.

If they are unfavorably impressed, they will simply return the Earthlings to the island without giving any additional help. If they are impressed by the Earth's eight person delegation, they will give all survivors valuable assistance. Your task is to select these eight people.

My choices

Reasons

Group Choices

Reasons

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

How will I know I've done it correctly? . . . Your job is to participate and make the best decision you can. You will be asked, at a later time, to discuss the reasons for your decisions in a class discussion.

Activity 2

Do not write on this form.

Objective: I will complete a test concerning the reading on the APPS Decision Making Model.

Materials: A test sheet from your instructor.

ACTIVITY

Instructions:

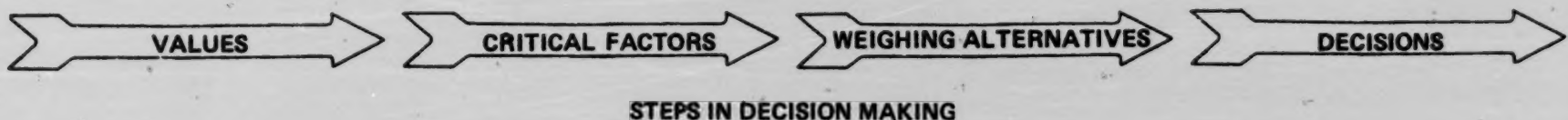
1. Secure a test from your instructor.
2. Complete the test.

How will I know I've done it correctly? . . . I will turn in the completed test for my instructor to grade.

MODEL AND STEPS IN DECISION MAKING PROCESS

Now that you have completed the game, you are ready for the next signpost. Below is the model you and your class designed during the simulation game. It is an important signpost because you will be following this same process in making your decision as to which two units (called MOGS for Major Occupational Groups) in Public Service to study more closely.

Decision making is an abstract process (we can't touch, hear, or smell it) so we have tried to make it easier to understand by identifying and labeling the various stages of this process. A clear understanding of the decision-making process is a necessary tool in making decisions about your career.



1. We begin with values. A personal value is an object, person or idea to which you attach importance or significance.
2. Next we define the decision. To do this you must decide exactly what decision is to be made. In the simulation game your task (job) was to select people. The real decision was how best to help the human race survive.
3. Now we move into critical factors. Critical factors are the important elements or circumstances that influence your decision. In the simulation game, some critical factors were age, physical health, ability to reproduce and survival skills. (i.e., ability to produce shelter and food). When the Venusians arrived the critical factors changed and the ability to speak well and persuade people became the critical factors.
4. We are now ready to move on to the next step, weighing alternatives. In the game, when you were weighing the alternatives, your group discussed the critical factors surrounding each person's selection. For example, when considering

the pregnant prostitute, you considered her age, her ability to reproduce (obvious!), and the fact that you were getting two survivors for the one airplane seat. You compared these factors with those of other passengers, and made a selection.

5. The decision comes next. You are now at the point at which you make a choice between two or more alternatives or choices. A decision can only take place when there are two or more alternatives from which to choose. An example of decision making occurred when you reviewed the critical factors and weighed the alternatives between the 55-year-old farmer and the 25-year-old biologist. You decided which one would best meet the needs of your committee.

A critical decision is one in which the outcome or consequences are important to the person making the decision. Often it is a decision which determines how many other things happen. When you selected the Venusian committee it was easier than selecting the airplane passengers, because the consequences were different. In the case of the airplane passengers, you were making life and death decisions. On the other hand, if the Venusian representative committee failed to convince the Venusians, the only consequence was the lack of Venusian help.

Values conflicts arise when you must make decisions between two or more things that seem equally important. It is difficult to make a decision because each alternative is equally attractive to you. A value conflict is like the child in a candy store who is torn between buying a peppermint stick or a piece of gum.

Let's review some of the things we have been discussing. When you are confronted with a decision, you try to figure out exactly what the decision is and what it is all about. You must find all the choices available and select the one which is best for you. What is best for you is determined by your personal values. A good knowledge of your personal values is a basic tool for good decision making.

Activity 1

Objective: I will review the reading material by taking a test.

Instructions: Once you have completed the reading secure a test from your teacher. Turn it in to your teacher once you have completed it. Your teacher will evaluate it for you.

DECISION MAKING

Values



WHERE AM I GOING?

By the time I have completed the following activities, I will have gone through all the steps in decision making — values, critical factors, weighing alternatives, decision — and will be ready to select two Major Occupational Groups (MOG'S) for a closer examination.

HOW WILL I GET THERE?

1. Make some statements about some values I may have.
2. Learn to identify typical clues in everyday decisions.
3. Make some current decisions about my values.
4. Make some decisions about jobs I might like.
5. Compare the results of two different values appraisal rating scale.

HOW WILL I KNOW . . .

I will write down things I want and might do in certain situations.

I will explain the human values at work in three life situations and recognizing the importance of these values in decision makings.

I will complete the Values Opinions activity.

I will complete an occupational inventory and comparison.

I will complete a summary and comparison of two separate inventories.

Activity 1**Do not write on this form.****Objective:** I will list some actions that might be taken in certain situations in order to discover some basic things about values.**Materials:** This activity sheet.**ACTIVITY**

You have just made some decisions in the survival game. You took what you knew and used it to make a decision which you wanted. When you make decisions for yourself it is important that you know what you want. Think about some things that you want. Write down three things that you want. Beside each thing, write down something you are doing now to get what you want.

Three things I want

1. _____
2. _____
3. _____

I'm doing these things to get what I want

1. _____
2. _____
3. _____

Now, let's imagine that you are the principal of your school. What three things will you do?

1. _____
2. _____
3. _____

Imagine now that you have won \$25,000 on a T.V. game show. What will you do with the money?

1. _____
2. _____
3. _____

Suppose you are going on a long trip for a year. What are the three most important things you will take with you?

1. _____
2. _____
3. _____

You have the chance to do anything you want during the next school year. What will you do?

1. _____
2. _____
3. _____

How will I know I've done it correctly? . . . I will use this to participate in a class discussion.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 10	
Materials This activity in this booklet	Purpose This activity helps the students recognize their own values. It also begins the process of self-conceptualization and self-awareness, as well as illustrating the important part that values play in making a decision.
Guidance When the students are discussing their answers, help them to see their underlying values by asking them why they made a particular choice. Remember, in dealing with values be sure to emphasize there are no wrong answers and don't pass moral judgments.	Modifications or Extensions Divide the class into small groups to promote a free discussion of students' values.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 11	
Materials The activity in this book.	Purpose These two simulated decision making exercises are designed to give the students an opportunity to demonstrate their knowledge of the decision making process. The specific questions after the exercises help them analyze the parts of the decision making model.
Guidance The instructor should bring to the students' attention the fact that the critical factors remain the same in this exercise. Thus, the differences in students' answers are directly tied to their differences in values.	Modifications or Extensions Students could assume the different roles in the two activities and act out the various processes of decision making.

Objective: I will read four situations and make a decision based on the information given.

Materials: The activity below.

ACTIVITY

Read each situation below. Below each situation, write down the decision you think each person would make.

Situation 1

Mr. Davis is the park manager at Fall Park State Park. He is making \$16,500 a year. He and his family live in a home in the park for which he pays no rent. Mr. Davis enjoys the outdoors and takes great pride in keeping up the park for visitors. Mr. Davis has three children, one of whom will be going to college next year to prepare for a career with the United States Park Service. Mr. Davis is called into his supervisor's office and offered a position as a regional parks manager. In this position he would make \$30,000 a year. He would oversee the activities of several park managers, handle financial records and budgets, and deal with personnel problems. There would be little time to spend in the outdoors.

What does Mr. Davis decide? _____

Why (What were the critical factors and alternatives)? _____

What does he value? _____

Situation 2

Martha is a junior in high school and is a talented musician. Her family is not very well off and Martha works weekends and some afternoons after school to help out at home. She would like to study music in college. Martha won the state music competition and has a chance to accompany the city orchestra on an expense paid summer tour.

of Europe. She would be allowed to play in some of the performances. Martha's school counselor has helped Martha locate a summer job which would pay \$3.50 per hour. Martha would accompany a family to the beach for the summer and look after the family's 3 children. Martha would have a day and one half free each week.

What does Martha decide? _____

Why (What are the critical factors and alternatives)? _____

What does Martha value? _____

How will I know I've done it correctly? . . . You will use this in a class or small group discussion. You should be prepared to give reasons for your answers.

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 13	
Materials The exercise on page 13.	Purpose This activity is designed to be a "before" measurement of ten values the students self ranked according to interest. The student will then be tested on these same ten values in the following activity, the Hall test.
Guidance The instructor should lead a class discussion that includes an explanation of the ten terms the students are ranking according to their own values.	Modifications or Extensions Students could form small groups. The instructor could then hand out dictionaries and assign a word to each group. Each group could explain and give examples of their assigned terms. e.g. factors, basic, security, creativity, aspiration.

Objective: I will arrange a list of ten values according to their importance to me.

Materials: The list included in this activity.

ACTIVITY

Directions to Students:

As part of discovering your values, you will now rank the ten values listed below on a scale from one (most important) to ten (least important) according to their importance to you. There is no "right" or "wrong" answer, but please try to be certain that your ranking reflects the way you feel at the present time.

- | | |
|-----------------------------------|---|
| _____ 1. Creativity, Independence | _____ 7. Esteem (job importance, how others view the job) |
| _____ 2. Risk | _____ 8. Self actualization (develop yourself) |
| _____ 3. Information, Knowledge | _____ 9. Personal satisfaction |
| _____ 4. Belonging | _____ 10. Routine, Dependability |
| _____ 5. Security | |
| _____ 6. Aspiration (moving up) | |

How will I know I've done it correctly? . . . I will complete the activity and save it for future reference.

Activity 4

Do not write on this form.

Objective: I will complete an occupational inventory in order to help me make some decisions about jobs I might like.

Materials: Hall Occupational Survey.

ACTIVITY

Steps or Procedures:

1. Your teacher will give you the Hall Occupational Survey.
2. Read the Instructions carefully.
3. If there are parts you do not understand, ask your teacher for help.

How will I know I've completed it correctly? . . . I will turn in the completed inventory to my instructor.

SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 14	
Materials The teacher will supply students with a test, the scoring, and the interpretation packet for the Hall Occupational Inventory.	Purpose The Hall Occupational Inventory allows the student to measure his or her values and attitudes toward work (i.e., the degree of creativity, risk, security, or belongingness a person feels is important in his or her work). As part of a values self-realization activity, this test also shows a students preference in working with things, data, or people.
Guidance The instructors should familiarize themselves with the test before adminstering it. Although the test gives thorough directions on all phases, the teacher should read to the class the instructions for testing and scoring, and give individualized help in interpreting the meaning of the students test results. Be sure you help the student see how the different work attitudes are related to various careers in public services.	Modifications or Extensions The APPS staff selected the Hall test as the standardized test which best fitted the needs of the program. There are other tests which can be equally useful. A list of standardized tests has been included in the Implementation Guide.

SUGGESTIONS FOR THE TEACHER

Activity 5 - p. 15	
Materials The activities in section three and four and this page's activities are needed since they are related.	Purpose This is the section following the values comparison activity. Students will compare their self-ranked values with their Hall Occupational Survey results.
Guidance The instructor should check to see that students correctly copied activities four and five. Instruct the students to circle the values that correspond in rank on both sides. Be sure to point out consistencies and inconsistencies in their self-evaluation and test results.	Modifications or Extensions Students whose areas of interest are similar could be grouped for a discussion of their values. Students with dissimilar values could debate them.

Objective: I will complete a values appraisal to better understand my personal values.

Materials: A values inventory (from your teacher), your answers from Activity 3.

ACTIVITY

Instructions:

1. Obtain a values appraisal inventory from your teacher.
2. Complete the inventory following all instructions.
3. Check with your teacher to see that you have completed it correctly.
4. Refer to your answers in activity 3 and your values appraisal scale to complete the enclosed summary sheet.

5. List your values as they occurred
in activity 4.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

List your values as they occur on
your inventory from activity 5.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

6. Circle any value that occurs in the TOP three of both columns.
7. Put a square around any value which occurs in the BOTTOM three lines. If you should become confused about what to circle, see your teacher.

How will I know I've done it correctly? . . . I will show it to my teacher. I will be prepared to compare my values with jobs in the Public Service jobs I am studying?

DECISION MAKING

Critical Factors



Now that you have completed the values activities, you should have a clearer understanding of what is important to you. You are ready for the second stage of decision making, Critical Factors. In this case, you will find important information about Public Service jobs. These facts are critical because you will use them to make a decision about what you will study in this course.

WHERE AM I GOING?

By the time I complete these activities I will have discovered some important information to consider in selecting two Public Service Areas for in-depth study.

HOW WILL I GET THERE?

1. Complete reading about Public Service.
2. Participate in two games designed to help me learn more about facts in Public Service.
3. Develop a list of my interests to compare with what I might learn about Public Service jobs.
4. View a filmstrip "Careers in Public Service".
5. Find out what other jobs teachers in my school might have had.

HOW WILL I KNOW . . .

I will complete a self-check to be certain I will understand the reading.

I will successfully construct and play "Public Service Squares" and "Four of a Kind".

I will complete "Will I like it?"

I will answer a set of questions on the filmstrip.

I will interview three teachers and complete an interview report.

6. Research some basic information about preparation and training for jobs in Public Service.
7. Identify some skills in which I am interested.
8. Go on a field trip to observe public service workers at their jobs.
9. Prepare and participate in a guest speaker day.
10. Complete a unit test.

I will complete the forms provided for researching jobs.

I will complete the "Holland Self-directed Search".

I will complete all preparation and evaluation.

I will complete questions for speakers and complete a speaker evaluation.

I will turn my test in to the speaker for grading.

INTRODUCTION TO CAREERS IN PUBLIC SERVICE

A career in Public Service will be less of a mystery and more of a reality when you finish this overview on public service jobs. This material introduces practical information to answer simple but important questions. It should help you explore the job choices of nearly 20% of our workers today. As in other career planning you will want to match your abilities, interests and personality with opportunities in public service.

WHAT ARE THE QUESTIONS ANSWERED IN THIS READING?

WHAT IS PUBLIC SERVICE?

WHAT ARE THE REQUIREMENTS?

HOW DO I GET A JOB?

HOW FAR CAN I BE PROMOTED WITH MY BACKGROUND?

HOW MUCH CAN I MAKE?

MORE QUESTIONS:

Ask yourself a question. What do Gerald Ford, your teacher, your principal, and Jimmy Carter all have in common? Yes, they have all had public service jobs during their careers.

Gerald Ford worked _____

Jimmy Carter _____, in addition to his peanut business.

_____ and _____ in my community have _____

These examples name people who have the better known kinds of public service jobs. However, government or public service employs more workers than anyone else. About one of every five job holders is in a public service job. You may also be interested in a job in public services.

If you don't know what each of the two people named have done in public service see if you can find out. Read in the newspapers. Ask questions. See if you can name at least two other people in your community whom you think may be in public service jobs. Then, finish this preview lesson to see if public service jobs may be what you want to investigate.

WHAT IS PUBLIC SERVICE?

A national group of people who specialize in career development and occupational descriptions have shared their definition for public service occupations:

"Public service occupations are those civilian occupations . . . necessary to accomplish the mission (job) of local, county, state and federal government."

These occupations are usually supported by taxes and are in non-profit organizations.

Jobs in the area of Public Service are just one part of all occupations. Just like your high school where you can study in many different areas (science, journalism, industrial arts) job opportunities are also divided into many different groups. The United States Office of Education (USOE) has listed fifteen areas in which all jobs are included. These areas are called CLUSTERS.

The Fifteen USOE Clusters

1. Construction
2. Consumer and Homemaking
3. Marine Science
4. Business and Office
5. Personal Service
6. Environment
7. Communications and Media
8. Public Service
9. Health
10. Manufacturing
11. Transportation
12. Marketing and Distribution
13. Agribusiness and Natural Resources
14. Fine Arts and Humanities
15. Hospitality and Recreation

Many famous people fall into each group. HOWARD COSSELL broadcasts in the field of COMMUNICATIONS. Men and women like BESS MYERSON and RALPH NADER try to help us as consumers. They work in the CONSUMER AND HOME-MAKING cluster. If you've ever watched JACQUES COUSTEAU on television you've seen a man working in the MARINE SCIENCES. One of the richest men in the world, J. PAUL GETTY made his fortune in the area of BUSINESS. EUWELL GIBBONS for many years has worked in the ENVIRONMENT cluster. Truckers, with their CB radios, are in the field of TRANSPORTATION. The PITTSBURGH STEELERS are named after the many miners in Pennsylvania who are a part of the AGRIBUSINESS AND NATURAL RESOURCES cluster. If you've ever been to your county recreation department and taken lessons you have been involved in the field of HOSPITALITY AND RECREATION. Have you ever helped build a house or other building? If so, you have already been employed in the CONSTRUCTION field. All doctors, dentists, and medical technicians

belong to the HEALTH area. The paper you are reading was made by people in the MANUFACTURING business. Ever been involved in an opinion poll? The people who created and carried out that poll are in the MARKETING AND DISTRIBUTION business. Many entertainers, artist and craftsmen work in the field of FINE ARTS AND HUMANITIES. Those people in PERSONAL SERVICES serve as coaches, counselors, and advisors.

THE PUBLIC SERVICE CLUSTER

The eighth cluster — Public Service — is the concern of this material. Generally, we can describe Public Service Occupations as civilian jobs necessary to the operation of local, state and federal governments. These jobs are established to provide services to citizens and are supported by taxes. Your policemen, teachers, county managers, recreation directors, and many more are all public service workers. The water you drink, the roads you drive on, the schools you attend, and the public buildings and parks in your community are all tax supported and are areas of public service. Public Service is broken down into 8 Major Occupational Groups, better known as MOGS. Each MOG is subdivided into job families.

Job Families in the Eight MOGS of the Public Service Cluster

Major Occupational Groups

Government Agency Management _____

Social and Economic Services _____

Job Families

Fiscal (money matters)
Contracts
Personnel
Public Info/Relations

Counseling
Assistance
Rehabilitation
Employment

Educational Services _____

Education
Libraries
Museums

Resources Management _____

Parks
Forests
Agriculture
Conservation
Fish and Game
Pollution Control

Urban, Rural and Community Development _____

Community Action
Planning
Building and Zoning
Acquisition (getting land)

Public Safety, Corrections and Judicial Services _____

Law Enforcement
Fire Protection
Courts
Corrections
Probation and Parole

Regulatory Services and Records _____

Taxation
Public Records
Inspection
Examination
Licensure
Census (counting people and things in our country)
Customs and Immigration

Transportation Management _____

Highways
Airways
Public Systems

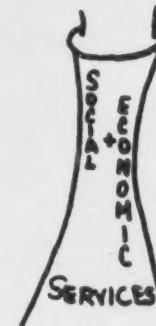
MAJOR OCCUPATIONAL GROUPS

Since this is a time for renewed interest in King Kong and Frankenstein, a MOG man has been chosen to illustrate the positions available in PUBLIC SERVICE. These jobs will be discussed in greater detail later.

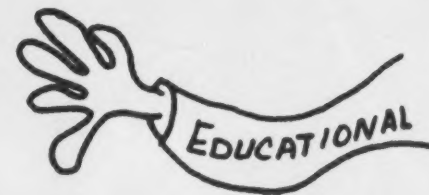
The MOG man's head consists of GOVERNMENT AGENCY MANAGEMENT positions. The jobs are in the area of general, fiscal (money), personnel and public information. These positions are the head of the MOG man since they are responsible for seeing that all organizations run smoothly.



The man's neck shows the SOCIAL AND ECONOMIC SERVICES needed in our lives: Job counseling, assistance, rehabilitation and employment.



The left arm is the helping hand of EDUCATIONAL SERVICES: Government education programs, libraries and museums are all included.



RESOURCES MANAGEMENT POSITIONS are raised high with the right arm. Government employees working in the areas of parks, forests, agriculture, conservation, fish and game, and pollution control are held up by the muscular left arm.

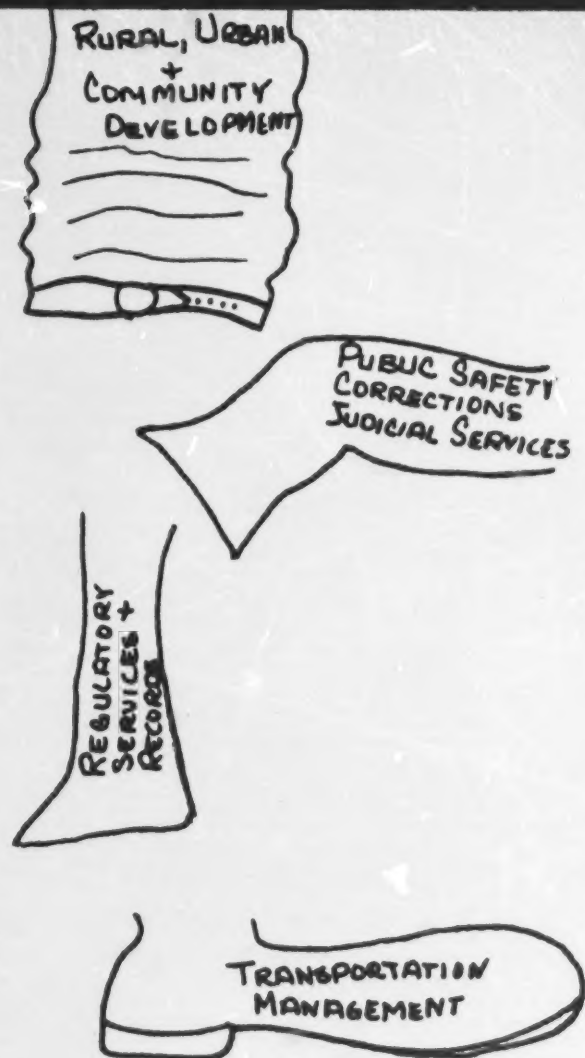


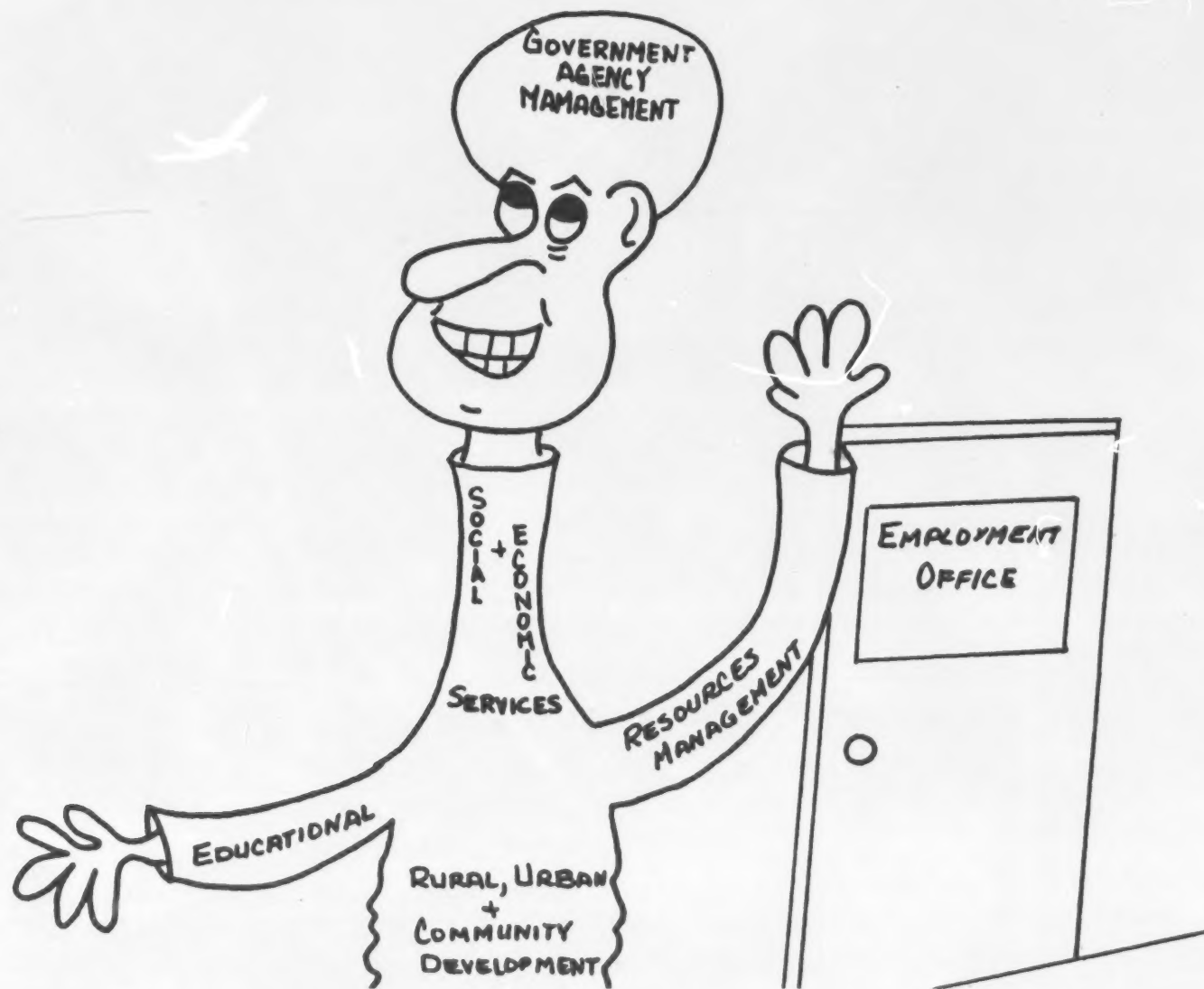
Our man's chest bulges with positions dealing with RURAL, URBAN, AND COMMUNITY DEVELOPMENT. Men and women who work in community action positions, community planning, building and zoning and acquisition of property rest on MOG man's torso.

Supporting the laws of the land, MOG man's right leg includes PUBLIC SAFETY, CORRECTIONS, and JUDICIAL SERVICES. Law enforcement employees, as well as those in fire protection, courts, correction, and probation, and parole, cling to MOG man's pants leg.

The man's stiff left leg is the leg of the REGULATORY SERVICES AND RECORDS. Included in this job family are the areas of taxation, public records, inspection, examination, licenses, census, customs, and immigration.

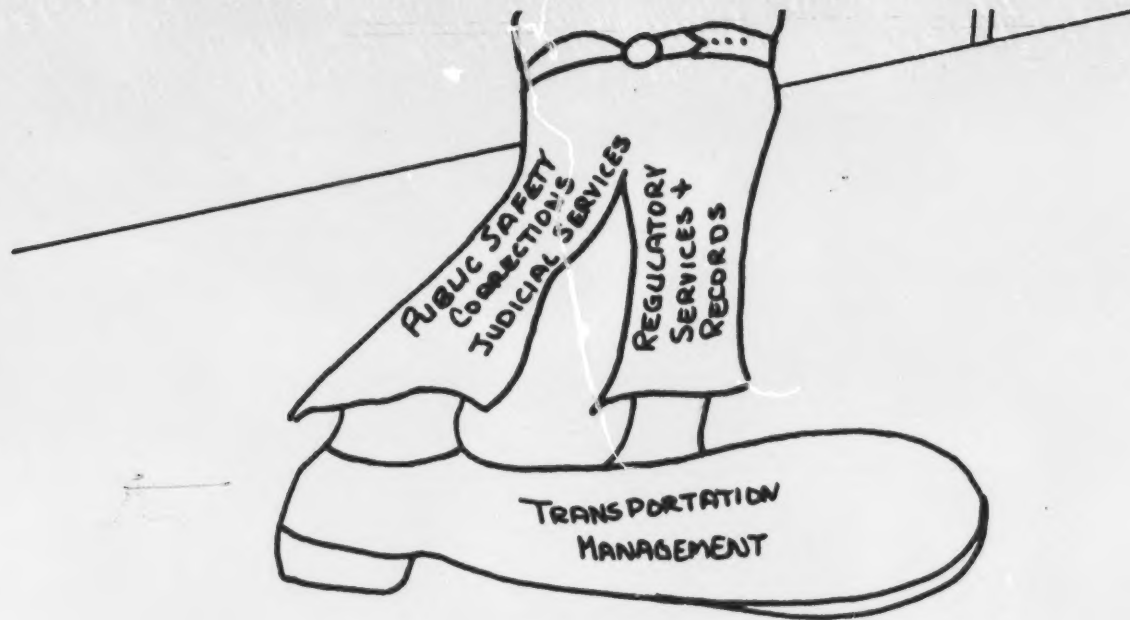
Our one-footed monster is held up by the TRANSPORTATION MANAGEMENT group. If you worked in this field you might work on the highways, airways, public systems or waterways.





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Now that the MOG man is completed you can see the Major Occupational Groups (MOG's) of the Public Service Area.

Career Ladder

It is important to remember that most government positions are awarded on the basis of experience and educational requirements. Because of these requirements people who are often qualified through experience could be disqualified because they lack the required education. Don't let this happen to you! If you are interested in a position, become aware of requirements and go get them.

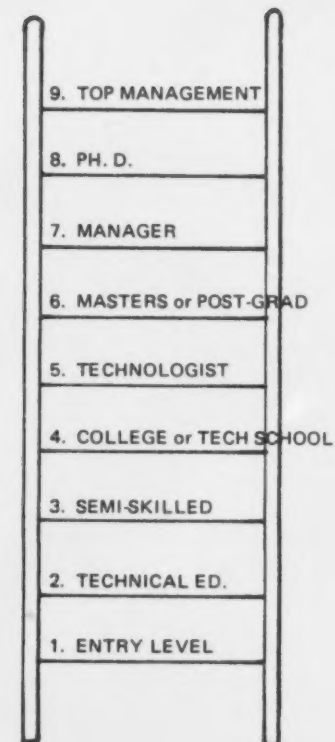
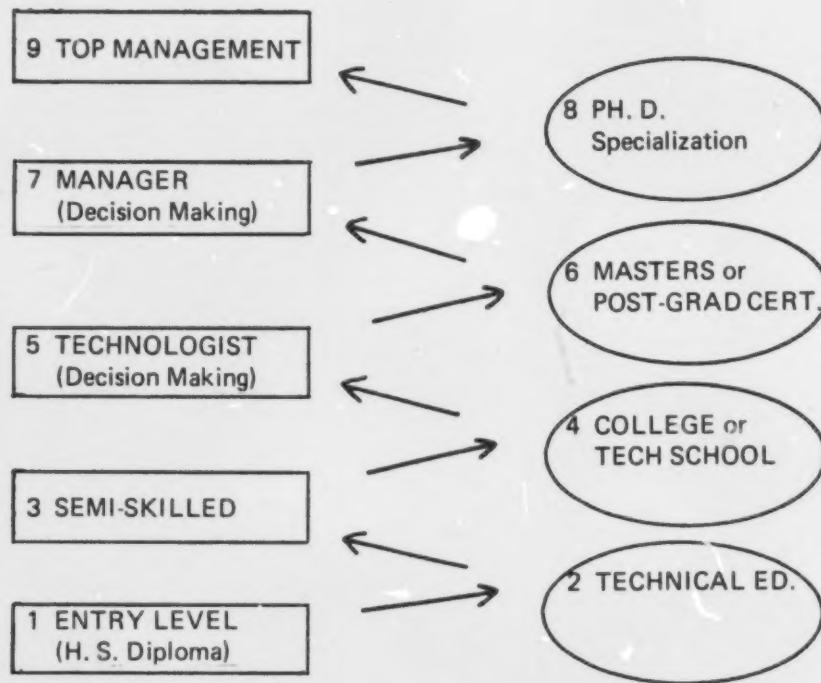
A "career ladder" will be shown for positions within special MOGS throughout the pamphlets. Basically, a career ladder shows what you must do to obtain positions with higher pay and more responsibility in your particular field. A career ladder is also a hierarchy, which is a system of classifying people with regard to economic or social status.

Your career ladder is similar to a little boy playing baseball. He starts out playing in the neighborhood, then must "try-out" to play Little League. His batting and fielding ability continue to improve and he advances to Pony League, Colt League, and American League or high school teams. If his skills continue to improve he might be drafted and then go to professional baseball in the Minor Leagues. Competition is tough, but if he continues to work he might make the Major Leagues. Is he now finished on his "Career Ladder"? Not necessarily. If he can teach, he might become a manager or coach. If he studied business, he might become a team administrator. What happens to this boy's baseball career depends on his ability, training and the skills he develops. Similarly, where you want to go depends on you.

Job Mobility

"Job Mobility" in the Public Service Cluster is dependent upon training, experience, and education. The jobs in the Public Service Cluster generally require a college degree, often in business, architecture, management, or mathematics. Public Service workers also need to be able to communicate well with the public. Their job is to serve the public by providing the services a community needs in order for its people to live and work.

Job Mobility is the name attached to the steps an employee travels up the career ladder. Many factors affect job mobility. If you are interested in a particular job, find out about the career ladder and the entry level requirements. A typical career ladder in the business world looks like this. The squares show different positions and the circles show what you must do to get to the next step.



Activity 1

Objective: I will check my understanding of the reading about Public Service by completing this self check.

Materials: This form.

Directions: Use blank sheet of paper for your answers. For the first seven statements, fill in the blanks with the best word or phrase to complete the thought. A list of terms is included in this box in case your memory needs a little reminder. Job Mobility, Career Ladder, Cluster, Entry Level Job, Major Occupational Group, Career Lattice, Public Service, Job Family.

1. The United States Office of Education has organized a classification system to categorize all jobs into fifteen _____.
2. Most definitions of _____ show that government jobs at local, state and federal levels are held by people performing services to accomplish the missions of government.
3. Law Enforcement is an example of a _____ in Public Safety, Corrections and Judicial Services.
4. The series of jobs which a person might hold as he/she advances to better and more responsible jobs each time is known as a _____.
5. When a high school graduate qualifies for a job without any further training or education that job is considered to be _____.
6. A term used to describe the steps an employee travels up the career ladder is _____.
7. Educational Services is an example of a _____ in the Public Service Cluster.

Directions: Following is a list of ten items. Place a "Y" next to those items that are Major Occupational Groups in the Public Service Cluster. Place an "N" by those that are not included.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 30	
Materials You will need to have copies of the self-check available for student use. The answer sheet should be kept in a readily accessible place so that students can check their answers.	Purpose Students complete this self-check in order to demonstrate their ability to identify public service terms, MOGs, and a definition of public service.
Guidance This is an easily completed activity. Students fill in the missing terms on questions 1-7. Questions 8-17 identify the major occupational groups. Part III questions 1-7, matches public service terms with definitions. Part IV requires students to define public service in a short paragraph answer.	Modifications or Extensions Part IV can be given as a discussion question in addition to being a written one.

- _____ 8. Transportation Management
- _____ 9. Hospitality and Recreation
- _____ 10. Social and Economic Services
- _____ 11. Resources Management
- _____ 12. Health

- _____ 13. Personnel Services
- _____ 14. Educational Services
- _____ 15. Manufacturing
- _____ 16. Communications and Media
- _____ 17. Regulatory Services and Records.

Part III

Instructions:

Match the terms found in the column on the left with the definitions by placing the correct letter in the space provided.

- | | |
|------------------------------------|--|
| _____ 1. Public Service | a) name used by USOE to group occupations and jobs into 15 categories. |
| _____ 2. Cluster | b) the term used for groups that are in a major occupational group. |
| _____ 3. Major Occupational Groups | c) a job which can be held without any further education or training beyond high school. |
| _____ 4. Job Family | d) the sequence of steps or promotions an employee can travel up the job ladder. |
| _____ 5. Career Ladder | e) occupations in government positions that accomplish the missions of government at local, state and federal levels. |
| _____ 6. Entry Level Job | f) the term for the eight categories for subdivisions of public service. |
| _____ 7. Job Mobility | g) the series of jobs, each one higher than the previous, which a person might hold in advancing within an organization. |

Part IV

Instructions:

Write a short paragraph to answer the question below.

In your own words, write out what you believe to be a complete definition of Public Service.

Objective: I will identify job families and their appropriate occupational groups.

Materials: Game board, deck of cards, instructions and answer sheet.

ACTIVITY

Instructions:

1. You have a choice of playing one of two board games to accomplish your objective.
2. Select the game in which you would like to participate and read the appropriate directions below.
3. Secure gameboard and other materials from your teacher. If none are available, construct a board and game from instructions provided by your teacher.
4. Instructions for "Public Service Squares".
 - a) The teacher will select a number from 1-10. The player that guesses the number or is closest will serve as the Game Leader. (3-8 players may participate).
 - b) The Game Leader will have the answer sheet and notify players that they are right or wrong and keep the game moving by interpreting rules when necessary.
 - c) The Game Leader will shuffle the deck of cards and place them on the table. Each player then is given an individual record sheet.
 - d) The player to the right of the Game Leader draws the first card and places it on one of the eight squares. If it is placed on the wrong square, the Game Leader returns the card to the deck. If it is placed on the correct square, the player marks it on the record sheet. Other players then take their turn, until one player has correctly placed three cards on the board.
 - e) The winner will be the Game Leader for the next game.
 - f) When you make your cards, make one for each job family on pages 20-21.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 32	
Materials A large piece of cardboard 21" x 27", a packet of 3 x 5 note cards, a yardstick or a ruler, a pen, and the list of the job families found on pages 22-23 in this booklet.	Purpose This game activity helps the students identify job families with their Major Occupational Group.
Guidance Directions for constructing the board: Assign several students the task of constructing the game board with 8 MOGs on it. Be sure each of the eight squares are large enough for the note cards to be stacked. There will be 36 note cards with the name of a job family on each card, plus the zap and zing cards suggested in the student manual. The instructions for playing are self-explanatory in the student booklet.	Guidance - continued Directions for playing the game: Divide the class into several teams and play until all cards have been played. The team who gets all their cards in place first is the winner. You can also take the winners from each team and play a championship match. Students who need special help in learning the job families can play solitaire with the job family cards.

SUGGESTIONS FOR THE TEACHER

Activity 2b - p. 32	
Materials A spinner, note card, a pen, and the list of job families in this booklet.	Purpose Help students identify the job family in the various MOGs through a card game.
Guidance Students are basically matching all of their cards with job titles within one job family or Major Occupational Group. They do this by drawing a card from their neighbor or the deck. Be sure to make some zing and zap cards like the ones in the preceding board and card game. There are self-explanatory instructions and pictures of the game in the student's packet.	Modifications or Extensions

- g) For added interest, add ZAP cards which make you take one card off the board, and ZING cards which allow you to take another turn.
 - h) In preparing the gameboard, be sure the squares are large enough for the player cards to be stacked.
5. Instructions for "Four of a Kind".
- a) To start the game each person spins the spinner and the one with the smallest number serves as the first dealer. (3-5 players may participate).
 - b) The dealer shuffles the cards and deals 5 cards to each player and placed the remaining cards on the table. Each set of occupations has been assigned a number, 1-8.
 - c) The object is for the players to get all four cards with job families from the same occupational group. As each set is completed it is laid on the table. (Much like the Authors, Old Maids and Fishing card games).
 - d) Players arrange cards in hand so that those from the same occupations are together. The first player (one on right of dealer) now asks any one player for all the cards of an occupational group like the one he has in his hand. (Ex. in your hand you have the following cards — Personnel (1)
Counseling (2)
Libraries (3)
Planning (4)
Community Action (5)
therefore you can call for any of these but it is often better to call for cards that you have 2 or more of).
 - e) The player you asked must then give any cards of the set that you called. If you do not receive any cards of the set you called, you then draw from the deck. Should you draw one in the set that you called, you may continue your play through the same steps, until you neither receive or draw cards you called.
 - f) Continue play until all cards are drawn. The winner is the player who has the most sets. The winner is then the dealer of the next game.
 - g) Use the sample on the following page to help you make the cards. Look on pages 10-21 to find the job families listed for each MOG.

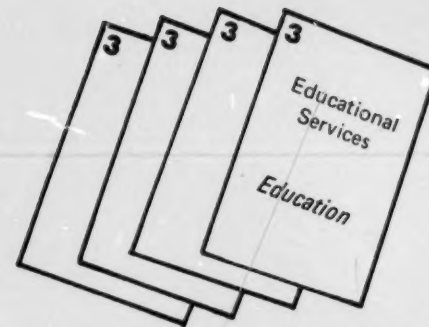
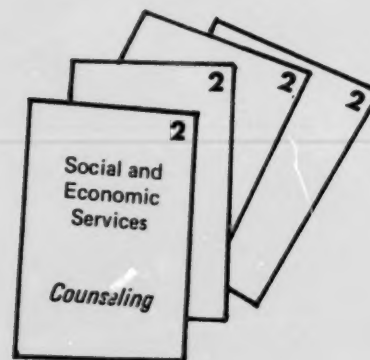
**GAME BOARD FOR PUBLIC SERVICE SQUARES
MAJOR OCCUPATIONAL GROUPS**

1 GOVERNMENT AGENCY MOVEMENT	2 SOCIAL AND ECONOMIC SERVICES	3 EDUCATIONAL SERVICES	4 RESOURCES MANAGEMENT
5 RURAL, URBAN AND COMMUNITY DEVELOPMENT	6 PUBLIC SAFETY, CORRECTIONS AND JUDICIAL SERVICES	7 REGULATORY SERVICES AND RECORDS	8 TRANSPORTATION MANAGEMENT

In order to make a set of cards, locate a list of the job families in your reading and write the name of the job family on each card.

EXAMPLE:

The SETS in Four of a Kind



*Prepare cards by referring to your MOG.

Activity 3

Do not write on this form.

Objective: I will identify my own interests and values and compare them with parts of careers in public service.

Materials: This introductory MOG and your own ideas and feelings.

ACTIVITY

1. List the 10 things you like to do most.
2. List the 20 things you like to do least.
3. Star the five (5) out of ten (10) that you like most of all.
4. Put a (\$) sign next to each one that costs more than \$3.00 each time you do it.
5. Put a "p" next to each one that includes other people.
6. Put an "a" next to those things you do alone.
7. Beside each thing that you like to do, write the name of a public service occupation in which this thing would be useful.
8. Beside each thing that you do not like to do write the name of a public service occupation in which this thing would not be helpful.

How will I know I've done it correctly? . . . ask yourself these questions!

1. Do I like doing things with others, or alone?
2. Which public service career do you feel would interest you the most. Why?
3. Which public service career do you feel would interest you the least? Why?
4. If you had to decide today whether or not to enter this occupation, what would you decide and why?

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SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 37	
Materials 1. Pathescope film "Careers in Public Service" 2. Sound filmstrip viewer 3. Copy of review questions must be on file for the student.	Purpose The purpose of having the student view available information in public service is to give general information about this cluster to help the student decide which MOG to study.
Guidance Teachers need to review this film and write appropriate questions. Students readily view filmstrips so they are generally well received. At times, however, the written question section is not as welcome. The students should be given immediate feedback concerning their answers. Grading and returning the papers are simple procedures and should be augmented by some type of follow-up activity.	Modifications or Extensions 1. The teacher can have the questions taped for the disadvantaged students (or simply as a change of pace). Disadvantaged and handicapped children may also tape their answers. 2. Where possible, the teacher should allow students to develop answers to questions in a group. At times the teacher should forego entirely written or individual responses and elicit answers from a group.

Activity 4

Do not write on this form.

Objective: I will view a filmstrip on "Careers in Public Service" in order to discover more facts about Public Service.

Materials: Filmstrip and viewer, questions from filmstrip.

ACTIVITY

Instructions:

1. Secure the materials listed above
2. Review the questions
3. View the filmstrips
4. Complete the questions

How will I know I've completed the activity correctly? . . . I will turn in the questions for my teacher to grade.

Activity 5

Do not write on this form.

Objective: I will find out what other jobs teachers in my school have held to show me the variety of jobs available.

Materials: Notebook and pencil or pen.

ACTIVITY

1. Find at least 3 teachers who have held jobs other than teaching.
2. Make an appointment.
3. You might ask the following questions:
 - a. What other job have you held?
 - b. What did you do on that job?
 - c. What training or experience was required?
 - d. Did you enjoy the job?
4. Into which of the 15 USOE clusters do these jobs fall? Beside the name of each job held by a teacher, write the name of the USOE cluster into which the job falls. See page 21 of this Introductory MOG.
5. Record the answers of each teacher to the questions in number 3.

How will I know I've done it correctly? . . . I will have my teacher check my notebook.

SUGGESTIONS FOR THE TEACHER

Activity 5, p. 38	
Materials Notebook, pencil or pen	Purpose This activity is designed to show the various backgrounds and experiences people have had before entering public service. Thus, helping the student to see both the wide range and related backgrounds that people can have before entering public service.
Guidance The instructor should explain to the students the importance of making an appointment with the three teachers. Furthermore, the instructor should inform the designated teachers of the upcoming interview.	Modifications or Extensions Some students could be assigned tape recorders and share their interviews with the class.

SUGGESTIONS FOR THE TEACHER

Activity 6 - p. 39	
Materials Dictionary of Occupational Titles, Occupational Outlook Handbook, The Introduction to Careers in Public Service, which is the first critical factor in the packet. Other materials needed are: two or four year college catalogs, secondary career center or vocational school brochures, postsecondary vocational school catalogs, and some apprentice descriptions collected from local trade unions.	Purpose The amount of time and money involved in training for various public service jobs are important factors for the student to take under consideration. This activity requires the students to research this information and discuss it.
Guidance The student directions are self-explanatory. The instructor should explain the organization of the two reference books. Encourage students to examine the various school catalogs and apprenticeship programs. Stress the fact that throughout Georgia there are numerous postsecondary vocational schools that offer inexpensive vocational training. Also, be sure students know what is available at their own secondary vocational school. The instructor should distinguish between a two and four year college program. As a follow-up activity, invite to the classroom representatives from a postsecondary vocational school, a two	Guidance - continued and a four year college, and an apprenticeship program.

Objective: I will discover some things about the amount of preparation and training for some jobs in public service so that I can consider how much time I am willing to give to career training.

Materials: (1) The Dictionary of Occupational Titles which is set up like any dictionary, with jobs listed instead of words.
(2) The Occupational Outlook Handbook which arranges jobs alphabetically. (3) The Introduction to Careers in Public Service which contains the list of job families you will be researching.

ACTIVITY**Steps or Procedures:**

1. Choose 3 MOG's — look up 2 job titles from each MOG.
2. Go to the dictionary of Occupational Titles and the Occupational Outlook Handbook and look up each job title.
3. Fill in the amount of education and/or training for each job title.
4. Use the form from your workbook and do not write in this booklet.
5. When you have filled in the information for 6 job titles (2 for each of 3 MOG's). Get together with 3 other students and exchange information. Collect information on at least 12 job titles.

How will I know I've done it correctly? . . . I will share my information with students in my class. I will show them to my teacher for evaluation.

PREPARATION AND TRAINING FORM

MOG	JOB	4 or more years of college	2 years of college	define apprenticeship	vocational/tech training	high school
(1)						
(2)						
(3)						
(4)						
(5)						
(6)						
(7)						
(8)						
(9)						
(10)						
(11)						
(12)						
(13)						
(14)						
(15)						

SUGGESTIONS FOR THE TEACHER

Activity - p. 41	
Materials The Holland Self Directive Test and the Holland Occupational Finder.	Purpose This self directed test measures both interest and ability in specific job skills. The results of this test are placed into a formula that translates them into a three letter code that designates the students major area of interest and ability.
Guidance The instructor should read over the test before administering it, and answer all questions concerning it. The students have little difficulty indicating their interests and abilities. However, they will need help in the mathematical interpretation. Allow everyone the opportunity to complete the graph and the interpretative section of their test, but assist those who have difficulty. Check to see that all students have three letter codes. At this point, the Occupational Finder should be utilized and the instructor should review it with the students. Since all students are required to look up not only their own letter codes but similar letter codes as well, the instructor should	Modifications or Extensions As a group, do the Occupational Daydream exercise in the beginning of the booklet. By doing this, the instructor will acquaint everyone with Holland's letter code concept and the Occupational Finder booklet. The Self Directive Test includes an excellent list of career books. The instructor could assign these as extra credit reports to be given orally to the class. The APPS staff found the Holland Self Directive test to be most effective in meeting the needs of the program. A list of other inventories and tests are included in Implementation

SUGGESTIONS FOR THE TEACHER

Activity 7 - p. 41	
Materials	Purpose
assist the student in seeing the different letter arrangements. Urge your students to read over the last section of the test entitled "Some Next Steps".	Manual.

Objective: I will complete the Holland Self-Directed Search in order to discover some specific skills in which I am interested and show ability.

Materials: The Holland Self-Directive Test and the Holland Occupational Finder.

ACTIVITY
Steps or Procedures: 1. Your teacher will hand out the Holland Self-Directed Search. 2. Read over each step of the Self Directed Search. Make sure that you understand what to do. Ask if you do not understand, and your teacher will help you if you have difficulty. 3. After you have completed the test, score it and obtain a letter code rating according to the tests scoring directions. 4. Using your letter scoring-research the job areas your test interests indicate in the Holland Occupational Finder. How will I know I've done it correctly? . . . I will follow the instructions given in the manual. I realize there are no "right" or "wrong" answers.

Activity 8

Do not write on this form.

Objective: I will participate in a field trip to observe public service workers on the job.

***NOTE:** This will probably be a group activity which will be scheduled by your teacher.

ACTIVITY

Instructions:

1. Your teacher will provide information about this activity.

How will I know I've done it correctly? . . . I will go on the field trip.

SUGGESTIONS FOR THE TEACHER

Activity 8 - p. 42

Materials

You will need enough copies of each set of field trip questions for each student participating in a field trip.

Purpose

The field trip questions are included to help the teacher select field trips which will best meet the needs of the student participating. The questions also help the student organize his own thoughts concerning things he would like to see on a particular field trip. The field trip evaluation questions provide the teacher with feed-back concerning the students' view of the value of a trip. Additionally, the evaluation questions enable the student to correlate work, work-site and worker observation.

Guidance

Encourage the students to answer all questions as openly as possible. Explain the purposes of these questions to the students.

The instructor should confer with the students for suggestions about the field trip. Plan well in advance. The students will complete the "Field Trip Question" form before the field trip. These questions can be used as a planning document for the field trip, so all the students can see something of interest.

On the trip, you can either observe several job families in different Major Occupational Groups

Modifications or Extensions

or visit several offices on job sites within one MOG.

After the field trip the students complete the "Field Trip Evaluation Form". This form then serves as a basis for class discussion concerning the field trip.

FIELD TRIP QUESTIONS

Part I

1. Place to be visited _____.

2. I would like to see the following jobs:

_____	_____
_____	_____
_____	_____

3. I would like to talk to the following workers:

4. I would like to know about the following:

Salary: _____

Working Conditions (Where workers work): _____

Hours: _____

Educational Requirements: _____

Skills needed: _____

Equipment used (if any): _____

Job Mobility (advancement): _____

Things I can do now to prepare for this job: _____

What the workers actually do: _____

FIELD TRIP EVALUATION

Part II

Name: _____

Date of Trip: _____ Place: _____

Special job observed: _____

MOG being studied: _____

1. In general, did you enjoy the visit? Yes _____ No _____

If no, explain briefly: _____

2. Did the trip help you better understand the Major Occupational Group which you are studying?

Yes _____ No _____ Why? _____

3. A. What jobs in the Major Occupational Group did you see being performed? _____

B. Which of these jobs, if any, would you like to have? _____

C. What did you find out about the requirements for jobs in the MOG? _____

D. What did you find out about the kind of work (duties and type of work) done by people in this MOG? _____

FIELD TRIP EVALUATION

Part II - continued

4. Additional comments about this trip: _____

5. Write a two paragraph description of a typical day of a worker in the MOG you observed.

SUGGESTIONS FOR THE TEACHER

Activity 9 - p. 43	
Materials The enclosed "Sample Interview Guide", general questions, eight resource speakers, a telephone book, and a letter illustrating the proper thank-you note form.	Purpose The MOG Fair offers the student the opportunity to question and listen to a speaker from each Major Occupational Group. This fair is an important factor in deciding which MOG to study, since the student can consider and evaluate all the MOGs at the same time. The MOG Fair also offers an excellent opportunity to acquaint members of the community with APPS.
Guidance The student manual explains all the necessary preparation steps. The following are a few helpful tips: An agenda of the MOG Fair should be made early so it can be included in the information mailed to the speakers. Check to see each learning committee is prepared and go over the agenda with them. Assign the refreshment responsibilities to the students and review social amenities. A phone call followed by a confirmation letter is the most effective way to contact and secure speakers. Remember to send thank you notes.	Modifications or Extensions 1. If space permits, invite other classes to the MOG Fair and advertise the event in school. 2. Invite the local news media to the fair. This will help you inform the community about your program. 3. If the news media cannot attend write a news release.

Objective: I will participate in a "MOG Fair" so that I can get a closer look at careers in public service and to review the things I learned in the Introductory MOG,

Materials: Resource Speakers (one from each MOG) Interview Guide.

ACTIVITY
Steps or Procedures: 1. Your teacher will select those people who will attend the MOG Fair and will send each guest a copy of the interview guide. 2. Groups of 3 to 7 students are selected by the teacher to be in learning communities. The members of each learning community will select a leader to keep them on task and help in making decisions. 3. Members of each learning community select the MOG they will interview and record on the Guide. 4. The members of the learning community will attend the MOG Fair and ask questions from the Guide. 5. The teacher and leaders of each learning community will arrange for the informal social hour after the questioning period. 6. After the MOG Fair, each student is to write a Thank You note to the speaker which his or her learning community interviewed. Go to the file and locate the folder labeled "Thank You Note". This guide will help you write your note. Sample Interview Guide on following page.

SAMPLE INTERVIEW GUIDE

STUDENT'S NAME _____
NAME OF PERSON INTERVIEWED _____
POSITION _____
MAJOR OCCUPATIONAL GROUP _____
LOCATION _____ PHONE _____
DATE OF INTERVIEW _____

GENERAL QUESTIONS

1. What does your public service agency do?
2. What are your specific duties? (What do you do?)
3. What kinds of education and training did you have to qualify for this job?
4. What other jobs are available in your agency?
5. What do you like most about what you do?
6. What advice would you give to high school students about choosing public service careers in your occupational area?

Plan for MOG Fair

1. Speakers give a brief Introduction. 30 to 40 minutes.
2. Student leader from each learning community will ask questions. Some of the questions on the interview guide may be answered in the speakers introduction. Listen carefully and write down the answers. 30 minutes.
3. After the questions have been answered, the students and guest speakers will have an informal social gathering. Students can ask questions of any guest at this time. 20-30 minutes.

How will I know I've done it correctly? . . . I will attend the MOG Fair and my Interview Guide will be completed and checked by my teacher.

SPECIAL NOTE: This MOG Fair will take 90 minutes, so student schedules will have to be arranged accordingly in advance. Send out the questionnaire to speakers at least one week before the Fair. Contact speakers early in the quarter!

SUGGESTIONS FOR THE TEACHER

Activity 10 - p. 45	
Materials The test, magazines, scissors, glue, note cards, and poster board.	Purpose This unit test measures the students' abilities to identify public service terms, the MOGs within public service, and the ability to distinguish public service from other work clusters.
Guidance The test and accompanying answer sheet are self-explanatory, with the exception of the first eight questions on the test. The instructor needs to design a chart that illustrates each of the eight MOGs in public service. To accomplish this, cut out pictures from magazines that typify the nature and type of work done within a particular MOG. In addition, print appropriate clues as a caption for each picture. Example: A small picture of a tree and a small picture of a fish. The caption underneath reads--This is the environment and the nature of things I work with.	Modifications or Extensions Divide the class into several small work groups, and provide them with old magazines, scissors, poster board, glue, and note cards. Assign the students the task of making the chart. Select the best pictures and captions for the test or place them on the bulletin board. For the artistically gifted, encourage them to draw pictures or caricatures of the eight different MOGs.

Objective: I will have my performance evaluated by completing a unit test.

Materials: Test

ACTIVITY

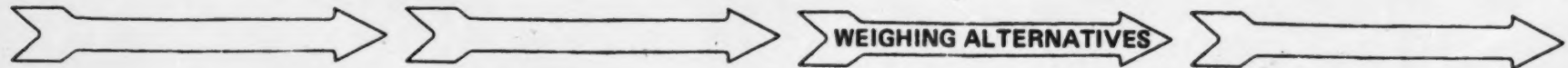
Instructions:

1. Secure test from your teacher.
2. Complete all items to the best of your ability.

How will I know I've completed the activity correctly? . . . I will give my answers to my teacher for evaluation.

DECISION MAKING

Weighing Alternatives



This section will help you pull together the things you found out about your personal values and about critical factors affecting your decision.

WHERE AM I GOING?

By the time you complete this activity, you have combined your interests, abilities, values and other critical factors to select two MOGS for in depth study.

HOW WILL I GET THERE?

1. List results of values and critical factors activities in order to effectively weigh alternatives.

HOW WILL I KNOW . . . BY

I will complete the Alternative Form .

Activity 1**Do not write on this form.**

Objective: This exercise is designed to help you think about the important or critical factors you have been examining in selecting a career to study in public service. You will be going back to all the finished activities that are mentioned in the list below, and recording the results of those activities. If you have already decided the MOG area studied in this exercise may support your idea or suggest other possibilities. For those unsure, it is a practice in (Weighing the Alternatives) or deciding between the choices we've already indicated in past activities.

ACTIVITY

FIRST: List the three choices of personal values you listed on the final step of the comparison chart. (Values Activity No. 3)

1. a _____
b _____
c _____

SECOND: List the three MOG areas you were most interested in when you completed the introductory reading. (Refer to your test.)

2. a _____
b _____
c _____

THIRD: List the three MOG areas you were most interested in when the MOG Fair was completed.

3. a _____
b _____
c _____

FOURTH: List the three areas in public service that your Holland Self-Directed Test results best related to. Check this.

4. a _____
b _____
c _____

FIFTH: Now that you have pulled out the above four activities, you are now ready to examine which MOG's you have shown the greatest interest in. Combine your own personal interest and ability with your test results in selecting two MOGS you would like to study in public service. Your teacher will counsel you in making this decision when help is needed.

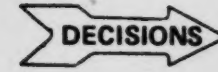
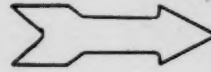
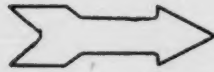
How will I know I've done it correctly? . . . When I've completed the form, and can give the information to the teacher.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 48	
Materials This activity and a pen or pencil.	Purpose This exercise is designed to help the student coordinate the activity results from the different sectors of the decision making model. Step one calls for the "value" activity results, and steps two thru four call for activities that measure important "critical factors".
Guidance The instructor should check to see that everyone has found the required activities requested. Since this activity is a vital one, the instructor should carefully budget class time, so he or she can individually assist students. The four activity results that are called for should be viewed as tools not answers. The instructor should assist students in analyzing these and other activity results, but encourage the student to weigh the alternatives and make their own decisions. Guard against students trying to get you to make the decision for them.	Modifications or Extensions

DECISION MAKING

The Decision



You are now ready to review all the alternatives and make a decision about two MOG's to study in-depth.

HOW WILL I GET THERE?

1. Choose two MOG's for in-depth study.

HOW WILL I KNOW . . .

I will complete the "What I have Chosen" sheet.

Activity 1

Do not write on this form.

Objective: After the teacher has counseled with me, I will list the two MOGS I have selected.

Materials: The form listed below and the entire Decision Making packet.

ACTIVITY	
Write out your choices	
1.	_____
2.	_____
Write at least 3 sentences telling why you chose these two MOG's.	
MOG one	_____

MOG two	_____

How will I know I've done it correctly? . . . I will turn this activity in to my teacher.	

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 50	
Materials This activity and the entire Decision Making booklet.	Purpose To finalize the student's choice of two Major Occupational Groups by helping them think through their decision by requiring in writing the rationale for their decision.
Guidance The instructor may need to give additional help to students who are still uncertain about their decision.	Modifications or Extensions

UNIT TEST

Introduction: Orientation to Public Service

1. A chart representing the eight (8) Major Occupational Groups will be presented to you. Each picture will be numbered and it corresponds with the numbered blanks below. You are to select the best answer from the MOG list below and fill in the correct letter.

_____ 1.	_____ 5.
_____ 2.	_____ 6.
_____ 3.	_____ 7.
_____ 4.	_____ 8.

- a. Social and Economic Services
- b. Hospitality and Recreation
- c. Public Safety, Corrections and Judicial Services
- d. Construction
- e. Health
- f. Manufacturing
- g. Regulatory Services and Records

- h. Transportation Management
- i. Business and Office
- j. Government Agency Management
- k. Educational Services
- l. Rural, Urban, and Community Development
- m. Resource Management

2. I work at the courthouse. Whenever you buy a piece of property you come to see me, and we record this transaction in the deed book. Down the hall you can purchase a marriage license. What Major Occupational Group are we employed with? _____
3. In the space provided after each item, indicate with a "Y" (yes) if the item is included in public service, or "N" (no) if the item is not included in one of the eight subdivisions of the public service cluster.

Enter Y or N

- a. Transportation Management _____
- b. Hospitality and Recreation _____
- c. Social and Economic Services _____
- d. Resources Management _____
- e. Health _____

- f. Personal Services _____
- g. Educational Services _____
- h. Manufacturing _____
- i. Communications and Media _____
- j. Regulatory Services and Records _____

4. I have a difficult job that affects many government agencies. I plan the budgets, salaries, and other fiscal matters. Which major occupational group do I represent? _____

5. Select the item which is not in the public service cluster.

- _____ 1. (a) educational services, (b) marine science, (c) public safety
- _____ 2. (a) transportation management, (b) regulatory services and records, (c) health
- _____ 3. (a) personal services, (b) urban, rural and community development, (c) resources management.
- _____ 4. (a) social and economic services, (b) government agency management, (c) communications and media.

6. Most public service jobs are funded by _____

7. Below some family jobs are listed, identify the MOG they belong to and write in the MOG name.

- _____ A. parks, forests, fish and game
- _____ B. census, licensure, inspection
- _____ C. libraries and museums
- _____ D. employment, counseling, assistance

8. Select the correct adjective from the list below and insert it in the space provided next to each item.

More
Less
The Same

- A. A semi-skilled technician has _____ education compared to one in the managerial level.
- B. When one assumes the responsibility of independent decision making, he/she needs _____ education.

Fill in the missing term(s) on the blanks following questions 9-17:

9. The series of jobs through which a person might pass in "working his way to the top" is called a _____.

10. In this MOG, a person could investigate the causes of an airplane crash, or function as an air traffic controller. Which MOG do these two jobs represent? _____

11. When a high school graduate takes a job without further education, the job is called _____ in the career ladder.
12. We inspect existing restaurants for cleanliness, and issue licenses to new restaurants that are opening. Which MOG do I represent? _____
13. Into which MOG would you place the guidance counselor and principal of your school? _____
14. The pollution of the river near Rome, Georgia was discovered by my co-workers and myself. We work very closely with people in the fish and game division. What MOG do we represent? _____
15. If you were laid off from your job, needed counseling for your mental problems, and eventually needed food stamps when you couldn't find a job; under which MOG would you find all these services? _____
16. When you visit a court room and watch a trial being conducted, what MOG are you observing? _____
17. The expansion of the city, its planning, and zoning will be guided by this MOG. _____

ANSWER SHEET

UNIT TEST

1. 1. c
2. h
3. j
4. a
5. m
6. l
7. k
8. g

2. Regulatory Services

3. a. Y
- b. N
- c. Y
- d. Y
- e. N
- f. N
- g. Y
- h. N
- i. N
- i. Y

4. Government Agency Management

5. 1. b
2. c
3. a
4. c

6. city (local), state and federal taxes

7. A. Resource Management
- B. Regulatory Services and
Records
- C. Educational Services
- D. Social and Economic
Services

8. a. less
- b. more

9. Career ladder
10. Transportation Management
11. Entrance level
12. Regulatory Services and Records
13. Educational Services

14. Resource Management
15. Social and Economic Services
16. Public Safety, Corrections and
Judicial Services
17. Rural, Urban and Community Development

INTRODUCTION TO DECISION MAKING

Answer Key

Self Check - Activity 1 -- p. 30-31

- | | |
|-------------------|-----------------------------|
| I. 1. Clusters | 5. Entry Level |
| 2. Public Service | 6. Job Mobility |
| 3. Job Family | 7. Major Occupational Group |
| 4. Career Ladder | |

- | | | | |
|----------|-------|------------------|-------------|
| II. 8. Y | 13. N | III. <u>E</u> 1. | <u>G</u> 5. |
| 9. N | 14. Y | <u>A</u> 2. | <u>C</u> 6. |
| 10. Y | 15. N | <u>F</u> 3. | <u>D</u> 7. |
| 11. Y | 16. N | <u>B</u> 4. | |
| 12. N | 17. Y | | |

IV. Concepts to be covered in definition of public service.

1. Their jobs are supported by federal, state and local taxes.
2. Public service jobs serve the public and accomplishes the mission of government at local, state and federal levels.